



## Concord Elementary School

2701 Calrossie

Anderson, SC 29621

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	700 Students	
<b>Principal</b>	Beryl C. Barclay	864-260-5105
<b>Superintendent</b>	Betty Bagley	864-260-5000
<b>Board Chair</b>	Rick Bradshaw	864-224-5502

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

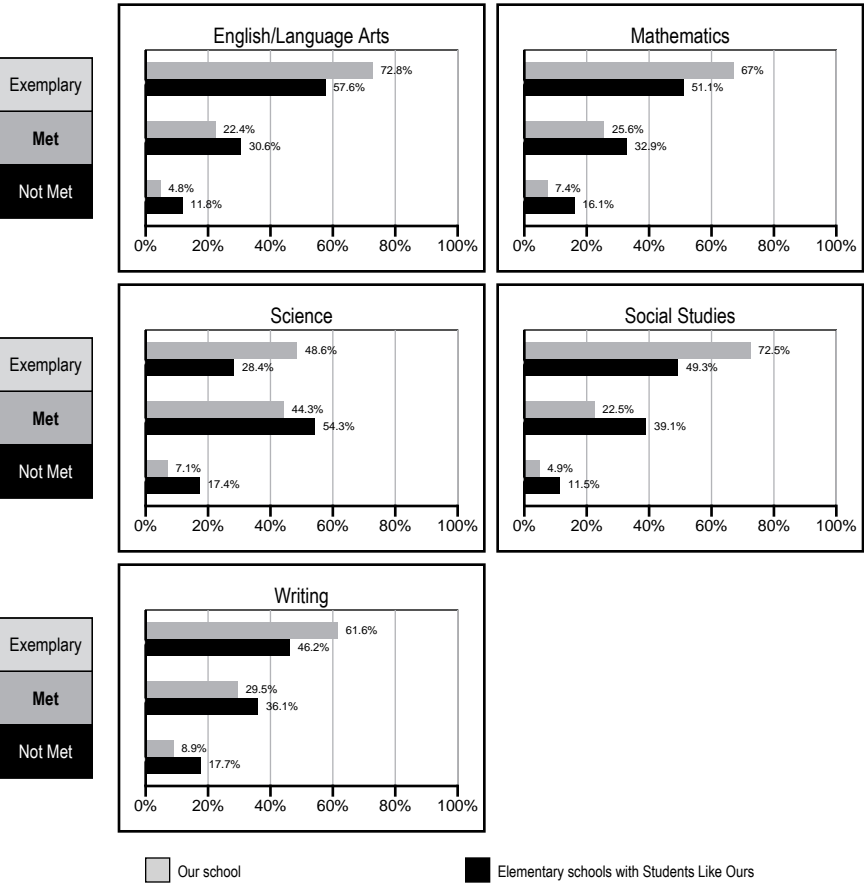
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
31	6	0	1	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=700)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 2.4%	0.6%	0.9%
Attendance rate	96.7%	Down from 97.0%	96.8%	96.3%
Served by gifted and talented program	18.8%	N/A	14.5%	7.2%
With disabilities	10.3%	N/A	9.9%	12.4%
Older than usual for grade	1.4%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	63.6%	Up from 62.5%	68.4%	62.5%
Continuing contract teachers	93.2%	Down from 100.0%	90.3%	83.3%
Teachers returning from previous year	93.7%	Down from 95.4%	90.4%	88.3%
Teacher attendance rate	94.4%	N/R	94.7%	95.0%
Average teacher salary*	\$49,839	Up 3.0%	\$50,190	\$48,193
Professional development days/teacher	12.5 days	Up from 8.7 days	11.5 days	11.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.5 to 1	21.2 to 1	20.1 to 1
Prime instructional time	90.5%	N/R	90.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,718	Down 2.9%	\$6,931	\$7,364
Percent of expenditures for instruction**	74.0%	Up from 72.9%	69.0%	68.0%
Percent of expenditures for teacher salaries**	73.0%	Up from 72.6%	67.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In 2012-13, Concord Elementary School served approximately 700 students in kindergarten through grade five and one class of self-contained PMD students. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts, media services, counseling, and family therapy, as well as extracurricular activities such as Junior Master Garden Club, Quilting Club, Spanish Club, Volley Ball Club, choral music opportunities, reading incentive programs, computer assisted instruction, Gifted and Talented instruction, and service learning opportunities such as The United Way and Relay for Life.

Concord's greatest strengths lie in excellent achievement and outstanding community involvement. Test scores are among the highest in the district and the state. An active PTA assists with festivals, auctions, class projects, and had over 18,000 volunteer hours in 2012-13. Among the school's successes are a strong mentoring/tutoring program, an Art Beat Day, and an annual schoolwide writing program, which includes Writers' Guild, a fifth grade exhibition, a wide variety of teacher training in best practices, and a completion of 44 years of SACS accreditation. As an International Baccalaureate World School, Concord's dedicated staff has written curriculum using inquiry based instruction, while following Anderson School District Five's Approved Curriculum. Concord teachers provide challenging and strenuous instruction and support it with a vast array of teaching resources, programs, and strategies. Some examples are formative and summative assessments to accompany the units of instruction in the Program of Inquiry and MAP tests for students in Grades K-5, DIBELS assessments for students in kindergarten through Grade 2 for Early Reading Interventions, and DRA tests to determine the reading levels for guided reading instruction used with the Balanced Literacy Model.

The school's constant challenge is to ensure that ALL students demonstrate competency in reading, math, science, and social studies as well as problem solving strategies, that they are regular in attendance, and that they demonstrate the qualities to be responsible, respectful, and caring citizens.

Concord is known for its tradition of excellence, and in the last several years, the school has been recognized as a Palmetto's Finest, a Flagship School of Promise, and an International Baccalaureate Primary Years Programme School. Concord has received the following awards: Exemplary Writing Award and Palmetto Gold (twelve consecutive years).

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is Continuing a Tradition of Excellence.

Beryl C. Barclay, Principal  
Tina Hartman, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	112	60
Percent satisfied with learning environment	95.8%	93.7%	93.4%
Percent satisfied with social and physical environment	93.7%	91.1%	95%
Percent satisfied with school-home relations	97.9%	92.9%	93.6%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	99.2
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Concord Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	700.1	687.0	662.5	699.3	100.0	100.0
Male	701.0	692.6	667.9	706.4	100.0	100.0
Female	699.1	679.9	655.5	691.0	100.0	100.0
White	707.7	695.3	667.9	709.8	100.0	100.0
African American	665.7	647.8	627.3	658.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	671.3	653.4	634.8	659.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	132	100	6.5	8.1	85.5	93.5
	4	148	100	9.5	23.4	67.2	90.5
	5	122	99.2	7.1	33.6	59.3	92.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	104	100	2	9.1	88.9	98
	4	105	100	8.8	24.5	66.7	91.2
	5	117	100	4.5	32.1	63.4	95.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	132	100	6.5	29.8	63.7	93.5
	4	148	100	8.8	24.1	67.2	91.2
	5	122	99.2	7.1	33.6	59.3	92.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	104	100	8.1	19.2	72.7	91.9
	4	105	100	5.9	25.5	68.6	94.1
	5	117	100	8.9	31.3	59.8	91.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	66	100	9.7	45.2	45.2	90.3
	4	148	100	7.2	60.1	32.6	92.8
	5	63	100	8.3	46.7	45	91.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	52	100	6	30	64	94
	4	105	100	8.7	42.7	48.5	91.3
	5	59	100	5.2	60.3	34.5	94.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	66	100	6.5	9.7	83.9	93.5
	4	148	100	8	31.9	60.1	92
	5	60	98.3	10.7	33.9	55.4	89.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	52	100	2	24.5	73.5	98
	4	105	100	7.8	25.2	67	92.2
	5	58	100	5.6	14.8	79.6	94.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	121	96.7	9.9	35.1	55	90.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	104	100	7.1	29.3	63.6	92.9
	4	105	100	11.8	31.4	56.9	88.2
	5	120	97.5	7.1	28.3	64.6	92.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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